

# Effect of Organizational Climate and Achievement Motivation on Teacher Performance

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## Article Info

## Abstract

### Keywords:

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Achievement  
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Teacher Performance

This study aims to determine how big the significant influence of organizational climate and achievement motivation on teacher performance at SMKN 1 Percut Sei Tuan. This research is quantitative research with the type of Causal Comparative Research (ex post facto). The population is the teachers of SMKN 1 Percut Sei Tuan which is the sample in this study consisting of 88 teachers. This research instrument uses a data questionnaire on organizational climate, achievement motivation, and teacher performance. Data analysis was carried out using path analysis. Organizational climate has a significant influence on teacher performance at SMKN Percut Sei Tuan by 87.6%, the better the organizational climate, the higher the teacher's performance. Achievement motivation has a significant influence on teacher performance at SMKN 1 Percut Sei Tuan by 89.2%, the higher the achievement motivation, the higher the teacher's performance. Organizational climate and achievement motivation simultaneously (together) have a significant effect on teacher performance at SMKN 1 Percut Sei Tuan by 90.9%, the better the organizational climate and the higher the achievement motivation, the higher the teacher's performance.

### Kata kunci:

Iklim Organisasi,  
Motivasi Berprestasi,  
Kinerja Guru

### Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh signifikan iklim organisasi dan motivasi berprestasi terhadap kinerja guru di SMKN 1 Percut Sei Tuan. Penelitian ini merupakan penelitian kuantitatif dengan jenis Causal Comparative Research (ex post facto). Populasinya adalah guru SMKN 1 Percut Sei Tuan yang menjadi sampel dalam penelitian ini sebanyak 88 guru. Instrumen penelitian ini menggunakan angket data iklim organisasi, motivasi berprestasi, dan kinerja guru. Analisis data dilakukan dengan menggunakan analisis jalur. Iklim organisasi berpengaruh signifikan terhadap kinerja guru di SMKN Percut Sei Tuan sebesar 87,6%, semakin baik iklim organisasi maka semakin tinggi kinerja guru. Motivasi berprestasi berpengaruh signifikan terhadap kinerja guru di SMKN 1 Percut Sei Tuan sebesar 89,2%, semakin tinggi motivasi berprestasi maka semakin tinggi pula kinerja guru. Iklim organisasi dan motivasi berprestasi secara simultan (bersama-sama) berpengaruh signifikan terhadap kinerja guru di SMKN 1 Percut Sei Tuan sebesar 90,9%, semakin baik iklim organisasi dan semakin tinggi motivasi berprestasi maka semakin tinggi pula kinerja guru.

## INTRODUCTION

Teacher performance has a very important role in improving the quality of education because teachers are central in the teaching and learning process, high teacher performance will result in better education productivity (Alwi & Mumtahana, 2023; Armstrong, 2022). The low quality of education is determined by a number of important problems, among others, according to Priansa due to factors of effectiveness, efficiency, relevance and standardization of education, inadequate educational facilities and infrastructure, uneven educational opportunities, high cost of education, low student achievement, and low education. teacher quality (Priansa, 2014).

The success of a teacher must meet the criteria or standards that have been set, if the teacher has met these criteria, it means that a teacher can be said to be successful and has good quality. On the other hand, if a teacher does not meet the criteria, then the teacher cannot be said to be successful (Badriah et al., 2023; Hasanah et al., 2022; Idris et al., 2022). This is because of the influence of several factors on teacher performance. According to Syafruddin, teacher performance is expected to develop an atmosphere that is always conducive to the implementation of the teaching and learning process in schools through skills in carrying out productive interactions, conducting assessments, and learning approaches, so that the implementation can achieve the expected results (Sandria et al., 2022).

According to Nawawi, performance is a person's achievement in a certain skill, in carrying out tasks or work delegated from superiors effectively and efficiently. Mulyasa explained that "*performance can be defined as work performance, work implementation, work achievement, or performance*". From the opinions of the experts above, it can be concluded that performance is an achievement or work result achieved by working hard on a job as a profession with professionalism in work or profession within a certain period of time (Nurdin, 2002). According to Simanjuntak, the factors that have a major influence on performance are education and training, work organizational climate, achievement motivation, work discipline, work attitudes and ethics, skills, salary and health, income level, social security, individual relationships, technology, production facilities, management and overall government policy (Sedarmayanti, 2007).

Teacher performance is indeed something complex and involves various factors. Factors that affect a person's teacher performance can come from within the individual itself and factors from outside the individual. In line with that, Mathis and Jackson said many factors affect the performance of individuals, including teacher performance, including: 1) ability, 2) motivation, 3) received support, 4) the existence of the work they do and 5) their relationship with the organization. . Factors that affect a person's teacher performance can come from within the individual itself such as motivation, skills, and also education. There are also factors from outside the individual such as work/organization climate, salary level, and so on (Djamarah, 2004; Pratiwi & Warlizasusi, 2023).

Based on the many external factors that affect teacher performance, the most influential factor is the organizational climate. This is because the organizational climate has a strong influence on teacher performance. The environment will affect the good performance of all parties, both the workers, leaders, or the results of their work. A supportive organizational climate, both atmosphere and facilities and infrastructure will make teachers more active to work so that there is an increase in better performance as well.

Furthermore, according to Indrafachrudi internal factors, internal factors are factors that come from within a person that can affect a person's performance in carrying out his work, among

others; motivation and interests, talents, character, traits, age, gender, education, and experience (Arifin, 2017; Daft, 1999).

According to Dawis, "organizational climate is the human environment in which the employees of the organization do their jobs. Therefore, organizational climate as a dynamic system concept will be influenced by almost everything that happens in an organization. According to Davis, several indicators of organizational climate tend to be management style, which includes leadership, motivation, communication, interaction, decision making, goal setting and control factors. Davis further stated that the factors that create a conducive organizational climate include: a. Leadership qualities. b. Trust. c. Up and down communication. d. A feeling of pleasure doing useful work. e. Responsibility. f. Fair rewards. g. Reasonable work pressure. h. Opportunity. i. Reasonable control, structure and bureaucracy. j. Employee involvement and participation (Aisyah et al., 2022; Jafari et al., 2021).

Teachers who have high achievement motivation in carrying out their duties and responsibilities as educators are encouraged to always innovate and challenge to do work, trying to always get information related to the learning process carried out. In addition, teachers who are motivated for high achievement try to do something well to get satisfaction with what they are doing. High performance in teachers has a close relationship with high achievement motivation. In carrying out their duties and responsibilities as educators, teachers who have achievement motivation will carry out their responsibilities professionally (Ari & Anwar, 2021; Karim et al., 2021).

According to Anwar that achievement motivation is an encouragement in a person to do or do an activity or task as well as possible in order to achieve achievement with a commendable predicate. Motivation is a commodity that is needed by everyone, including teachers. Achievement motivation can occur if the teacher has pride in success. Teachers who have achievement motivation in carrying out their duties and responsibilities at school will have a positive impact on individuals and schools. With high achievement motivation, teachers will be able to improve their performance (Arif & Sulistianah, 2019; Azwar, 2022). The strength and weakness of achievement motivation depends on the magnitude of the expectations to be achieved, the strength of the basis that gives rise to motivation and the amount of satisfaction obtained. People who have high achievement needs are happy to take responsibility, enjoy challenging work, do not shy away from competition, are proud of their work and are confident in their abilities.

Thus, there are many internal factors that affect teacher performance, but the motivational factor for achievement has a very influential role in improving teacher quality, especially teacher performance. This is because achievement motivation is defined as an individual's performance investment in work as an effort to earn an award. The forms of performance investment are: time, physical energy, mental energy, creativity, enthusiasm, enthusiasm, knowledge, skills, and effort. While the expected rewards include: salary, security, appreciation, social acceptance and a sense of success. note that there are still many teachers who put aside efforts to increase achievement motivation. It is also known that the low motivation of teachers to improve their performance can lead to low quality of education in schools. So that in particular it can affect the low performance of teachers, thus the facts about low teacher performance are always followed by the fact that the teacher's achievement motivation is low.

Based on the observations made, it leads to several indications that show the low performance of teachers. Researchers found data that there is a tendency for teachers to be less responsible in carrying out their duties, which is marked by the number of teachers who do not carry out teaching

preparation, low teacher initiative and creativity and weak collaboration between subject teachers, low desire to participate in teacher training which leads to a lack of achievement motivation.

**RESEARCH METHODS**

The place of this research is the SMKN 1 Percut Sei Tuan School located at Jalan Pool No.3, Kenangan Baru, Kec. Percut Sei Tuan, Deli Serdang Regency, North Sumatra with research subjects are all teachers at SMKN 1 Percut Sei Tuan in the 2021-2022 academic year. From a population of 114 teachers, the sample in this study was obtained by using cluster random sampling technique, which is a random sampling technique. The formula used in determining the number of samples is based on the Slovin formula so that the sample taken is 88 respondents.

This research is categorized into Causal Comparative Research (ex post facto). Causal comparison research is used to prove the effect of the independent variable on the dependent variable, but the researcher does not treat the independent variable. The method used in this research is path analysis. In this study, this design consisted of 2 independent variables, namely Organizational Climate (X1) and Achievement Motivation (X2) with the dependent variable being Teacher Performance (Y). The research instruments used in this study were a questionnaire (questionnaire), interviews (interviews), and documentation. The questionnaire or questionnaire used in this study was a closed questionnaire related to organizational climate and achievement motivation on teacher performance in schools.

**RESULTS AND DISCUSSION**

**Results**

The data of this study include three variables, namely the organizational climate variable (X1), achievement motivation variable (X2), and teacher performance variable (Y). In this section, data from each variable in the form of mean, median, mode, standard deviation, and maximum and minimum values will be used to describe and test the influence of organizational climate variables. and achievement motivation as variable X on teacher performance as variable Y. In summary, the research results can be described as shown in the table below:

**Table 1. Organizational Climate Statistics, Achievement Motivation and Teacher Performance**

| Statistics         |         | Organization al Climate (X1) | Achievement motivation (X2) | Teacher Performance (Y) |
|--------------------|---------|------------------------------|-----------------------------|-------------------------|
| N                  | Valid   | 88                           | 88                          | 88                      |
|                    | Missing | 0                            | 0                           | 0                       |
| Mean               |         | 116.89                       | 113.93                      | 121.41                  |
| Std. Error of Mean |         | .490                         | .528                        | .331                    |
| Median             |         | 116.00                       | 114.00                      | 122.00                  |
| Mode               |         | 114                          | 115                         | 122                     |
| Std. Deviation     |         | 4.600                        | 4.950                       | 3.110                   |
| Variance           |         | 21.159                       | 24.501                      | 9.670                   |

|                        |       |       |       |
|------------------------|-------|-------|-------|
| Skewness               | .377  | .216  | -.451 |
| Std. Error of Skewness | .257  | .257  | .257  |
| Kurtosis               | -.501 | -.680 | -.020 |
| Std. Error of Kurtosis | .508  | .508  | .508  |
| Range                  | 20    | 20    | 15    |
| Minimum                | 108   | 105   | 113   |
| Maximum                | 128   | 125   | 128   |
| Sum                    | 10286 | 10026 | 10684 |

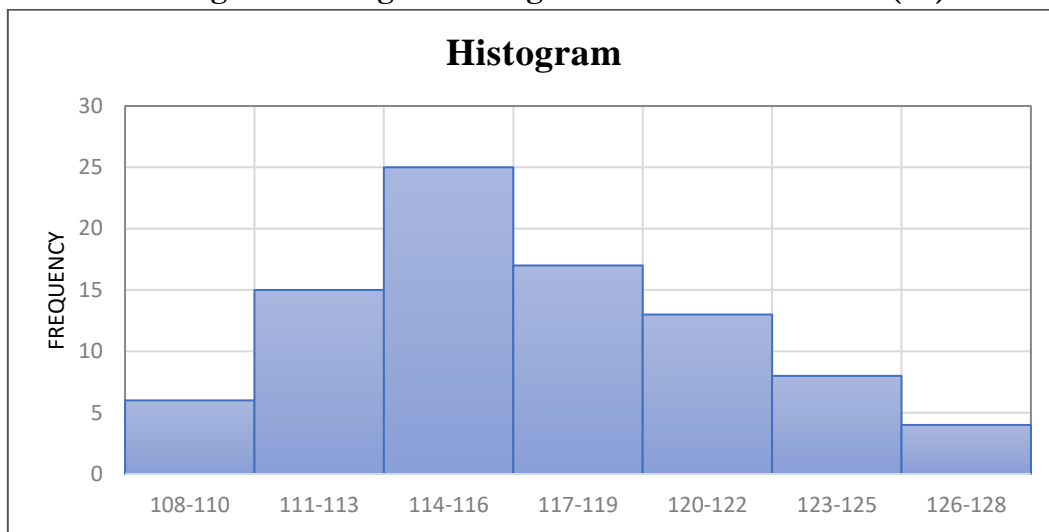
Organizational climate data obtained through a questionnaire consisting of 32 items that have been tested for validity and reliability. Furthermore, the questionnaire was given to 88 teachers as respondents to fill out the questionnaire. The score given to each item is a maximum of 4 and a minimum of 1. Based on these provisions, the highest ideal score is 128 and the lowest ideal score is 32. The research data is processed using the SPSS version 25 computer program. Based on the results of the analysis of research data obtained for the description of the organizational climate variable data obtained a minimum score of 108; maximum 128; mean (mean) 116.89; standard deviation 4.60; median (middle value) 116; and mode (tendency to appear) 114. Then the description of organizational climate data can be seen in the table as follows:

**Table 2 Organizational Climate Data Frequency Distribution (X1)**

| No     | Class Interval | Absolute Frequency | Relative Frequency |
|--------|----------------|--------------------|--------------------|
| 1      | 108-110        | 6                  | 6,8%               |
| 2      | 111-113        | 15                 | 17%                |
| 3      | 114-116        | 25                 | 28,5%              |
| 4      | 117-119        | 17                 | 19,3%              |
| 5      | 120-122        | 13                 | 14,7%              |
| 6      | 123-125        | 8                  | 9,1%               |
| 7      | 126-128        | 4                  | 4,6%               |
| Amount |                | 88                 | 100%               |

Based on these values, a histogram of group data can be formed as follows:

**Figure 1 Histogram of Organizational Climate Data (X1)**

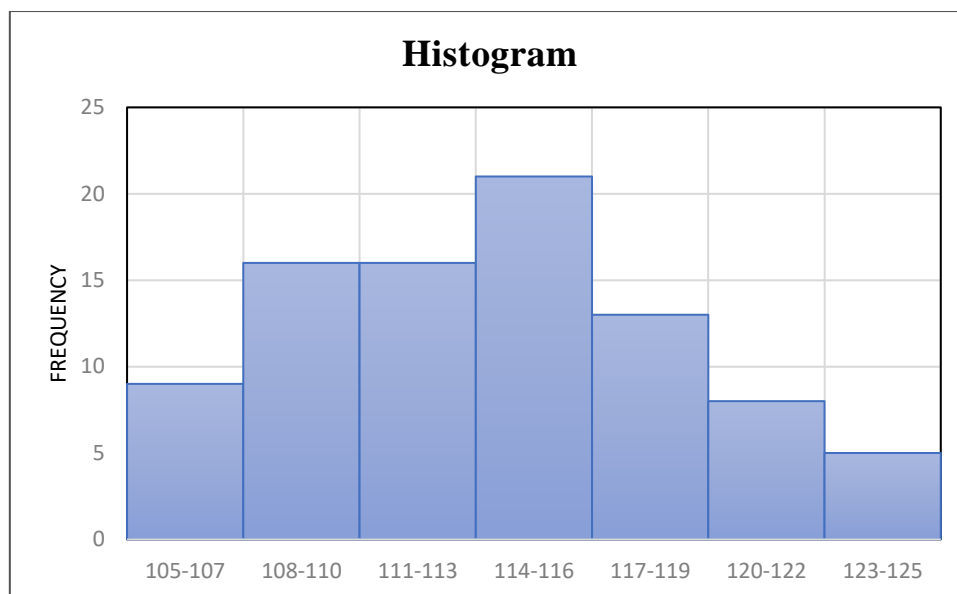


Achievement motivation data was obtained through a questionnaire consisting of 33 items that had been tested for validity and reliability. Furthermore, the questionnaire was given to 88 teachers as respondents to fill out the questionnaire. The score given to each item is a maximum of 4 and a minimum of 1. Based on these provisions, the highest ideal score is 132 and the lowest ideal score is 33. The research data is processed using the SPSS version 25 computer program. Based on the results of the analysis of research data obtained for the description of achievement motivation variable data obtained a minimum score of 105; maximum 125; mean (mean) 113.93; standard deviation 4.95; median (middle value) 114; and mode (tendency to appear) 115. Then the description of achievement motivation data can be seen in the following table:

**Table 3 Frequency Distribution of Achievement Motivation Data (X<sub>2</sub>)**

| No     | Class Interval | Absolute Frequency | Relative Frequency |
|--------|----------------|--------------------|--------------------|
| 1      | 105-107        | 9                  | 10,2%              |
| 2      | 108-110        | 16                 | 18,2%              |
| 3      | 111-113        | 16                 | 18,2%              |
| 4      | 114-116        | 21                 | 23,9%              |
| 5      | 117-119        | 13                 | 14,7%              |
| 6      | 120-122        | 8                  | 9,1%               |
| 7      | 123-125        | 5                  | 5,7%               |
| Amount |                | 88                 | 100%               |

Based on these values, a histogram of group data can be formed as follows:



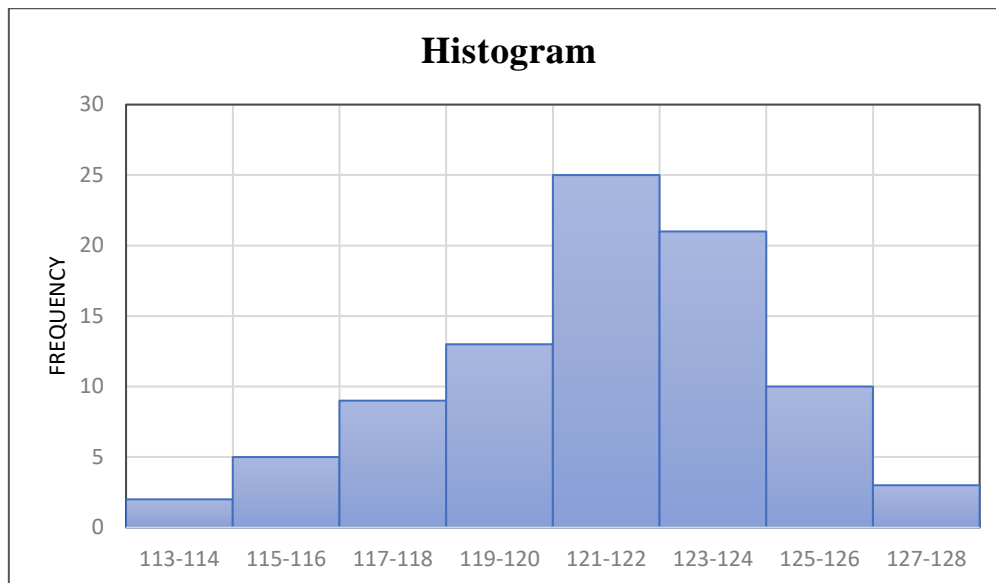
**Figure 2 Histogram of Achievement Motivation Data (X2)**

Teacher performance data obtained through a questionnaire consisting of 35 items that have been tested for validity and reliability. Furthermore, the questionnaire was given to 88 teachers as respondents to fill out the questionnaire. The score given to each item is a maximum of 4 and a minimum of 1. Based on these provisions, the highest ideal score is 140 and the lowest ideal score is 35. The research data was processed using the SPSS version 25 computer program. obtained a minimum score of 113; maximum 128; mean (mean) 121.41; standard deviation 3.11; median (middle value) 122; and mode (tendency to appear) 122. Then the description of teacher performance data can be seen in the table as follows:

**Table 4 Frequency Distribution of Teacher Performance Data (Y)**

| No     | Class Interval | Absolute Frequency | Relative Frequency |
|--------|----------------|--------------------|--------------------|
| 1      | 113-114        | 2                  | 2,2%               |
| 2      | 115-116        | 5                  | 5,7%               |
| 3      | 117-118        | 9                  | 10,2%              |
| 4      | 119-120        | 13                 | 14,8%              |
| 5      | 121-122        | 25                 | 28,5%              |
| 6      | 123-124        | 21                 | 23,9%              |
| 7      | 125-126        | 10                 | 11,3%              |
| 8      | 127-128        | 3                  | 3,4%               |
| Amount |                | 88                 | 100%               |

Based on these values, a histogram of group data can be formed as follows:



**Figure 3 Histogram of Teacher Performance Data (Y)**

## DISCUSSION

### Organizational Climate Affects Teacher Performance at SMKN 1 Percut Sei Tuan

Organizational climate is an important factor in teacher performance, organizational climate is important to create because it is a person's perception of what the organization provides and is used as the basis for determining the behavior of subsequent members (Arifianto, 2019; Istiqomah, 2022). Climate is determined by how well members are directed, built, valued by the organization. If the organizational climate goes well, the effectiveness of performance can be achieved and can improve the quality of its performance. Organizational climate is an external factor that is thought to be related to the teaching performance of teachers. A good climate will build a culture or good habits for members of the organization. The emergence of feelings of mutual respect for opinions, mutual support in work, allegedly related to the teacher's teaching performance (Ihsan et al., 2021; Muazza, 2021; Rahayu et al., 2023).

From the results of the analysis of research data on the normality test with the Sample Shapiro-Wilk formula, it is known that for the sample on the organizational climate data the proportion of 0.092 it can be said that the sample in the organizational climate data comes from a population that is normally distributed at a significance level of 0.05. Based on the results of the homogeneity test on organizational climate data (X1) on teacher performance (Y), a significance value of 0.507 was obtained. Because the value of  $p > 0.507 > 0.05$ , it can be concluded that this data is homogeneous data.

From the results of the significance test, it was found that for organizational climate data on teacher performance, the calculated F value was 611.26 with a significance level of 0.000. So, the regression coefficient means that there is a linear relationship between organizational climate and teacher performance. In the results of the linearity test, it was found that for the organizational climate on teacher performance, the calculated F value was 1.017 with a significance level of 0.454  $> 0.05$ , indicating that the organizational climate regression model was linear.

**Table 5 Partial t-test of X1 against Y**

| Group                                    | Coefficient | Score  | Sig.  | Correlation coefficient (R) | Coefficient of Determination (R Square) | t <sub>table</sub> | Conclusion  |
|--|-------------|--------|-------|-----------------------------|---|--------------------|-------------|
| Constant                                 | 195,37      | 65,13  | 0,000 | 0,936                       | 0,876                                   | 1,99               | Significant |
| Organizational Climate (X <sub>1</sub> ) | -0,633      | -24,67 | 0,000 |                             |   | -1,99              | Significant |

\* = significant (p < ) with = 0.05 means significant data

Based on the table, it is known that the constant value is 195.37 and the significance value is 0.000 while the coefficient of the regression equation is -0.633. Based on the results obtained, the value of t arithmetic is 65.13 and the value of Sig. 0.000 < 0.05 in accordance with the significant level, namely the value of t count > t table or the value of Sig. < . So it can be interpreted that the organizational climate has a significant effect. From the explanation above, the simple regression equation used is  $Y = \alpha + \beta X_1$  where the value of  $\alpha = 195.37$  and  $\beta = -0.633$  so that the regression equation is  $Y = 195.37 - 0.633X_1$ .

Based on the analysis results indicate that the organizational climate on teacher performance has a significant influence with a coefficient of determination of 0.876. Thus the influence of organizational climate on teacher performance at SMKN 1 Percut Sei Tuan is 87.6% while the remaining 12.4% teacher performance is influenced by other variables not examined. So, it can be interpreted that the better the organizational climate, the higher the teacher's performance.

From the results of the study, it is known that the organizational climate at SMKN 1 Percut Sei Tuan is in the high category in very good assessment. The organizational climate is measured through related indicators consisting of: leadership quality, conformity, communication, and responsibility. Given the significant influence between organizational climate and teacher performance at SMKN 1 Percut Sei Tuan, the organizational climate needs to be utilized and developed so that teacher performance in schools can improve.

### **Achievement Motivation Affects Teacher Performance at SMKN 1 Percut Sei Tuan**

Achievement motivation is an important factor in the performance of teachers in carrying out their duties and responsibilities as educators, teachers who have achievement motivation will carry out their responsibilities professionally. Teachers who have achievement motivation in carrying out their duties and responsibilities at school will have a positive impact on individuals and schools. With high achievement motivation, teachers will be able to improve their performance (Huda et al., 2022; Rofifah et al., 2021).

From the results of the analysis of research data on the normality test with the Shapiro-Wilk Sample formula, it is known that the sample on the achievement motivation data has a proportion of 0.143, so it can be said that the sample on the achievement motivation data comes from a population that is normally distributed at a significance level of 0.05. Based on the results of the homogeneity test on achievement motivation data (X<sub>2</sub>) on teacher performance (Y), a significance value of 0.429 was obtained. Because the p value > which is 0.429 > 0.05, it can be concluded that this data is homogeneous data.

From the results of the significance test, it was found that for the achievement motivation data on teacher performance, the calculated F value was 793.08 with a significance level of 0.000. So, the regression coefficient means that there is a linear relationship between achievement motivation and teacher performance. In the results of the linearity test, it was found that for achievement motivation on teacher performance, the calculated F value was 1.54 with a significance level of  $0.09 > 0.05$ , indicating that the achievement motivation regression model was linear.

**Table 6 Partial t-test of X2 against Y**

| Group                                    | Coefficient | Score t | Sig. | Correlation coefficient (R) | Coefficient of Determination (R Square) | t <sub>table</sub> | Conclusion  |
|--|-------------|---------|------|-----------------------------|---|--------------------|-------------|
| Constant                                 | 188,99      | 74,34   | 0,00 | 0,944                       | 0,892                                   | 1,99               | Significant |
| Achievement motivation (X <sub>2</sub> ) | -0,593      | -26,61  | 0,00 |                             |   | -1,99              | Significant |

\* = significant ( $p <$ ) with  $= 0.05$  means significant data

Berdasarkan tabel tersebut diketahui bahwa nilai konstanta sebesar 188,99 dan nilai significance of 0.00 while the coefficient of the regression equation is -0.593. Based on the results obtained, the value of t count is 74.34 and the value of Sig.  $0.00 < 0.05$  in accordance with the significant level, namely the value of t count  $> t$  table or the value of Sig.  $< .$  So it can be interpreted that achievement motivation has a significant effect. From the explanation above, it is obtained that the simple regression equation used is  $Y = \alpha + \beta X_2$  where the value of  $= 188.99$  and  $= -0.593$  so that the regression equation is  $Y = 188.99 - 0.593X_2$ .

From the results of data analysis shows that achievement motivation on teacher performance has a significant influence with a coefficient of determination of 0.892. Thus the effect of achievement motivation on teacher performance at SMKN 1 Percut Sei Tuan is 89.2%, while the remaining 10.8% teacher performance is influenced by other variables not examined. So it can be interpreted that the higher the achievement motivation, the higher the teacher's performance.

From the results of the research, it is known that achievement motivation at SMKN 1 Percut Sei Tuan is included in the high category in very good assessment. On achievement motivation is measured through indicators related to responsibility in doing work, achievements achieved, self-development, and independence in action. With a significant influence between achievement motivation and teacher performance at SMKN 1 Percut Sei Tuan, achievement motivation can be maintained and improved so that teacher performance in schools can increase.

### **Organizational Climate and Achievement Motivation Affect Teacher Performance at SMKN 1 Percut Sei Tuan**

In the previous discussion, it has been explained that from each variable, namely organizational climate and achievement motivation, there is an influence on teacher performance (Cook, 2021; Fernandez, 2022). The quality of a teacher's performance can be determined by the organizational climate and achievement motivation. Organizational climate is an external factor that is thought to be related to the teaching performance of teachers. A good climate will build a culture or good habits for members of the organization. The emergence of feelings of mutual

respect for opinions, mutual support in work, is thought to be related to the teacher's teaching performance. While achievement motivation is an internal factor of a teacher in carrying out tasks to achieve better goals (Austin et al., 2005; Basir & Rahman, 2020).

Organizational climate and achievement motivation have a significant influence on teacher performance. Furthermore, multiple linear regression analysis was carried out on the simultaneous F test and Partial t test to find out how much influence the variables X1 and X2 simultaneously (together) occurred on the Y variable.

The summary of the results of the analysis can be seen in the following table:

**Table 7 Simultaneous F Test X<sub>1</sub> dan X<sub>2</sub> to B<sub>2</sub>**

| Source of Variation | dk | JK     | KT     | F count | Significance | F table | Conclusion |
|---------------------|----|--------|--------|---------|--------------|---------|------------|
| Regression (b)      | 2  | 764,35 | 382,17 | 422,35  | 0,000*       | 3,10    | Means      |
| Remainder           | 85 | 76,91  | 0,905  |         |              |         |            |
| Total               | 87 | 841,27 | -      |         |              |         |            |

\* = significant ( $p <$ ) with  $= 0.05$  then the data means

Based on the table above, the calculated F value is 422.35 with a Sig value. is 0.000. Because the value of Sig.  $< i.e. 0.000 < 0.05$  and  $F_{count} > F_{table}$ , it can be concluded that the organizational climate and achievement motivation simultaneously (together) affect teacher performance.

**Table 8 Partial t-test of X<sub>1</sub> and X<sub>2</sub> against Y**

| Group                                    | Coefficient | Score t | Sig.  | Correlation coefficient (R) | Coefficient of Determination (R Square) | t table | Conclusion  |
|--|-------------|---------|-------|-----------------------------|---|---------|-------------|
| Constant                                 | 193,54      | 74,01   | 0,00* | 0,953                       | 0,909                                   | 1,99    | Significant |
| Organizational Climate (X <sub>1</sub> ) | -0,274      | -3,95   | 0,00* |                             |   | -1,99   | Significant |
| Achievement motivation (X <sub>2</sub> ) | -0,352      | -5,48   | 0,00* |                             |   | -1,99   | Significant |

\* = significant ( $p <$ ) with  $= 0.05$  means significant data

From the results of data analysis shows that organizational climate and achievement motivation on teacher performance have a significant influence with the magnitude of the coefficient of determination (R Square) is 0.909 or equal to 90.9%. This figure means that the organizational climate variable (X1) and achievement motivation variable (X2) simultaneously (together) affect the teacher performance variable (Y) by 90.9%, the better the organizational climate and the higher the achievement motivation, the higher the achievement motivation. high teacher performance.

Based on the results of the analysis, it is known that the effective contribution (SE) of the organizational climate variable (X1) on the teacher performance variable (Y) is 38%. Meanwhile, the effective contribution (SE) on the achievement motivation variable (X2) on the teacher performance variable (Y) is 52.9%. Thus it can be concluded that the achievement motivation variable (X2) has a more dominant influence on the teacher performance variable (Y) than the organizational climate variable (X1).

From the results of the study, it is known that the organizational climate and achievement motivation on teacher performance at SMKN 1 Percut Sei Tuan are included in the high category in very good assessment. On teacher performance as measured by standards of academic qualifications and teacher competence with related indicators consisting of: pedagogic competence, professional competence, personality competence, and social competence.

## CONCLUSION

Based on the data obtained and from the results of the analysis carried out, the following conclusions can be drawn: Organizational climate has a significant influence on teacher performance at SMKN Percut Sei Tuan by 87.6%, the better the organizational climate, the higher the teacher's performance. Achievement motivation has a significant influence on teacher performance at SMKN 1 Percut Sei Tuan by 89.2%, the higher the achievement motivation, the higher the teacher's performance. Organizational climate and achievement motivation simultaneously (together) have a significant effect on teacher performance at SMKN 1 Percut Sei Tuan by 90.9%, the better the organizational climate and the higher the achievement motivation, the higher the teacher's performance.

In the research conducted, it can be seen that organizational climate and achievement motivation both individually and collectively have a significant influence on teacher performance at SMKN 1 Percut Sei Tuan. This shows that the variables of Organizational Climate and Achievement Motivation are empirically proven as variables that have an influence on the results of teacher performance. Thus it is necessary to pay attention to these variables to be improved in order to create better performance. The findings of this study also have implications that if the organizational climate and achievement motivation are not considered by the relevant parties properly, it is feared that the roles, responsibilities, and functions of teachers cannot be carried out properly.

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